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Director of Training

28 March 1955

THRU : Chief, Language and External Training School

[ ] LETS/OTR

Language Proficiency Tests Administered 25 February 1955

1. On 25 February 1955, the Language and External Training School of the Office of Training conducted proficiency tests in the Russian language. The nature of these examinations has been thoroughly described in previous memoranda on this same subject. The tests were prepared and administered by the undersigned and Mrs. [ ] with the assistance of the following:

Mr.	[ ]	OCI	- Native of Russia
Mrs.	[ ]	TSS	- Bilingual in Russian and English
Mr.	[ ]	TSS	- Language Specialist with advanced knowledge of Russian
Dr.	[ ]	., ORR	- Economist, with considerable knowledge of Russian (for [ ] applicants only)

2. The following is a breakdown by office of the participation in the examination:

OFFICE	PHASE OF EXAMINATION			TOTAL PARTICIPANTS
	Reading	Writing	Oral	
ORR	14	4	4	14
SR	4	2	4	4
OGD	2	1		2
OSI	33	3	3	3
[ ]	2	1	2	2
OTR	<u>1</u>	<u>11</u>	<u>14</u>	<u>26</u>

Total number of tests administered - 51

3. Four of the above examinees were candidates for Program [ ]. They were subjected to all three phases of the complete proficiency examination, with the addition of special questions, during the oral phase, directed to them by Dr. [ ]. These were of an "area" nature, and were intended to give some insight into each examinee's apparent suitability as a student of Russian affairs, and the genuineness of his motivation.

A special report on the four examinees has been prepared, dated

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9 March 1955.

4. It would seem appropriate to remark here, that each series of examinations adds proof that the knowledge of various languages acquired by employees, usually at considerable Agency expense, continues to deteriorate unless it is actually used on the job, or some form of course work is pursued. Examinees who finished their language training two or three years ago and who have had no contact with the language since then, often reveal that they have forgotten over 50% of what they had learned. In two or three more years the level of their knowledge will go further downward, beyond any point of functional utility. At the same time, unless steps are taken for students who have recently finished elementary or intermediate courses to continue their training, they will never acquire any really functional mastery of the either the spoken or written idiom and their course work will be almost a loss from the Agency point of view. If the Agency's language training program is to have any real long-term utility, the importance of continuation of course work or "refresher" programs must be emphasized to all offices and supervisors requiring language abilities in their work. The possibility of elaborating a suggested program of continuation language training deserves consideration.

*Contained  
in DTR weekly  
rept to DCI  
11 May 1955  
per DTR's  
request.*

[Redacted Signature]

Instructor, LETS/OTR

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